

Graduation Requirements and Credit Policy

Reference(s):

- 20 U.S.C. §1400 Individuals with Disabilities Education Improvement Act (IDEIA)
- 53A-1a-106 Student Education Occupation Plan Definition
- R277-462 Comprehensive Counseling and Guidance Program
- 53A-1-402 Board to Establish Minimum Standards for Public Schools
- 53A-2-211 Graduation Credits
- 53A-13-108 Curriculum and Graduation Requirements
- 53A-15-1701 Dropout Prevention and Recovery
- R277-410 Accreditation of Schools
- R277-419-1 Pupil Accounting
- R277-700-6 (b), (d) High School Requirements
- R277-702 Procedures for the Utah High School Completion Diplomas
- R277-705 Secondary School Completion and Diplomas
- R277-713 Concurrent Enrollment of High School Students in College Courses

I. PURPOSE

- A. The purpose of this policy is to ensure that East Hollywood High School clearly and consistently communicates applicable standards, measures, and requirements to its patrons and offers appropriate guidance and support so that every student has the opportunity to earn a high school diploma
- B. EHHS's Board of Trustees has adopted this policy to specific standards and credit requirements for graduation from EHHS and to provide for diplomas or certificates of competition consistent with state law and rules.
- C. EHHS implements curriculum and instruction standards, competency measures, dropout and recovery services, and high school graduation requirements in accordance with Utah's laws and administrative rules.

II. PHILOSOPHY

- A. The EHHS's "Model for Public Education" states that public education has the mandate to develop within the hearts and minds of each new generation the qualities of a moral populace, strong scholars, committed citizens, and active workers. The founding fathers knew that without these qualities, provided through public education, our nation would not long endure.
- B. EHHS accepts this mandate and focuses its work around the four primary purposes of public education: Essential Learning Skills/Knowledge, Civic Responsibility, Career Preparation, and Personal Development.

III. Student Education Occupation Plan/Career and College Readiness Plan

- A. In collaboration, educators, parents and students utilize the SEOP/CCRP process To plan a course of study, which guides students through their education and ensures that their goals in the four primary purposes are achieved. As part of this process, each term a student must be registered in a minimum of two (2) courses from any of the following content areas: language arts, mathematics, science, or social science. This plan should consider the unique individual needs of the students. An alternative to the second course may be considered if it is more consistent with the goals of the student's CCRP. It is strongly recommended that students considering higher education take at least four (4) courses in the specified content areas.

IV. Guidelines and Procedures Required to Graduate

- A. In order to graduate and earn a diploma from EHHS:
 - 1. Students must have a College and Career Readiness Plan (CCRP), have earned 26 academic credits, and have met all Utah State Board of Education requirements (USBE). Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:
 - a) Are consistent with the student's Individual Education Plan (IEP), CCR, or both;
 - b) Are maintained in the student's cumulative file and include the parent's signature; and
 - c) Maintain the integrity and rigor expected for high school graduation, as determined by the USBE and the district.
- B. Students must have attended four years of high school, unless their CCRP includes plans for the early graduation option, or their IEP includes different requirements.
 - 1. Students will complete the graduation requirements established by the USOE and EHHS for the year in which the student expects to graduate.
 - 2. A student with a disability, served by special education programs, will satisfy high school completion or graduation requirements consistent with state and federal law, and the student's IEP.

V. GRADUATION REQUIREMENTS

- A. EHHS Board of Trustees is authorized under Utah Constitution Article X, Section 3, which vests general control and supervision of the public education system in the Board and, Section 53A-1-402(1) (b) and (c) which directs the Board of Trustees to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401 (3) which allows the Board to adopt rules in accordance with its responsibilities.
- B. EHHS shall offer a diploma or certificate of completion to secondary students who meet the following criteria:
 - 1. A high school diploma indicating that a student successfully completed all State and District course requirements for graduation.
 - 2. A certificate of completion shall be awarded to students who have completed their senior year, are exiting the school system, and have not met all state or Board requirements for a diploma.

VI. Academic Requirements

- A. EHHS students must earn a minimum of 26 units of credit through course completion or through competency assessment consistent with Utah Administrative Rule R-277-705 and EHHS's policy.
- B. Credit Requirements
 - 1. **Language Arts 4.0 units of credit**
 - a) Ninth grade level (1.0)
 - b) Tenth grade level (1.0)
 - c) Eleventh grade level (1.0)
 - d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced language arts credit from the list of Board-approved courses using the following criteria and consistent with the student's SEOP/Plan for College and Career Readiness:
 - (1) Courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills
 - (2) Courses provide instruction that leads to student understanding of the nature and disposition of language arts;
 - (3) Courses apply the fundamental concepts and skills of language arts;
 - (4) Courses provide developmentally appropriate content; and
 - (5) Courses develop skills in reading, writing, listening, speaking, and presentation
 - 2. **Mathematic 3.0 units of credit** met minimally through successful completion of the following:
 - a) Secondary mathematics I, II, III
 - b) College bound students are required to take fourth math class during their senior year
 - c) Though not required, students are encouraged to take a fourth math class during their senior year
 - d) A student may opt out of Secondary Mathematics III if the student's parent submits a written request to the school.
 - e) If a parent requests the opt out provision the student is required to complete a third math credit from the Board-approved mathematics list.
 - f) Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.
 - 3. **Science 3.0 units of credit at a minimum**, two courses from the four science foundation areas and one additional unit of credit from the foundation courses or the applied or advanced science list determined by the Board and approved by USOE using criteria consistent with Utah Administrative Rule R277-700-6 C (2) and the students SEOP/CCRP.
 - a) Earth Systems Science (1.0)
 - b) Biological Science (1.0)
 - c) Chemistry (1.0)
 - d) Physics (1.0)

4. Social Studies (2.5) units of credit and successful completion of a basic Civics test or alternate assessment described in Utah Administrative Code R277-700-8. Graduating class of 2019 will be required to have 3.0 units of social studies.
 - a) Geography for Life (0.5)
 - b) World Civilization (0.5)
 - c) U.S. History (1.0)
 - d) U.S. Government (0.5)
 - e) Social Studies Elective – Graduating class 2019 (0.5)
 - f) A basic civics test or alternate assessment described in R277-700-8
5. Fine Arts 1.5 units of credit
 - a) Visual Art
 - b) Music
 - c) Dance
 - d) Theatre
6. Physical and Health Education 2.0 units of credit
 - a) Health (0.5)
 - b) Individualized Lifetime Activities (0.5)
 - c) Coed Sports (0.5)
- C. **Career and Technical Education 1.0 units of credit**
- D. **Educational Technology (0.5 units of credit from one of the following):**
 1. Digital Literacy (0.5 units of credit from a Board-approved list of courses); or
 2. Successful completion of a Board-approved competency examination (credit may be awarded at the discretion of the LEA).
- E. **General Financial Literacy 0.5 units of credit**
- F. **General elective 8.0 units of credit (7.5 units of credit for the graduating class of 2019)**

VII. Student Mastery and Assessment of Core Standards

- A. EHHS shall ensure students master the Core Standards at all levels.
- B. EHHS shall provide remediation for students who do not achieve mastery under Section 53A-13-104.
- C. EHHS shall provide remedial assistance to students who are found to be deficient in basic skills through a statewide assessment in accordance with the provisions of Subsection 53A-1-606(1).
- D. If a parent objects to a portion of a course or to a course in its entirety under provisions of Section 53A-13-101.2 and R277-105, the parent shall be responsible for the student's mastery of Core Standards to the satisfaction of the school prior to the student's promotion to the next course or grade level.
- E. A student with a disability served by a special education program is required to demonstrate mastery of the Core Standards.
- F. If a student's disability precludes the student from successfully mastering the Core Standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration to accommodate, the student's disability.

- G. A student may demonstrate competency to satisfy course requirements consistent with R277-705-3.
- H. EHHS administration and Governing Board is ultimately responsible for and shall comply with all assessment procedures, policies and ethics as described in R277-404.

VIII. Academic Credits

- A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. In some cases, course credit may also be completed on a performance basis in which case assessment of mastery will be the responsibility of and determined by the EHHS's administrative team. Credit can be awarded only once for a specific required course with the same content during the secondary school experience. Credits required for graduation may not be waived. Students may earn credits in any of the following ways:
 - 1. Successful completion of high school course.
 - 2. Transference of credits and grades for courses taken at a school accredited or recognized by the AdvancED Accredited Schools, or a USBE approved school, including accredited supplemental education schools, and the state's Electronic High School.
 - 3. Successful completion of a concurrent enrollment course from an accredited post-secondary school, educational program, or institution.
 - 4. Successful completion of a course from an accredited or state approved institution, private school, or institution of higher education.
 - 5. Upon application and prior approval from EHHS school administration, successful completion of a course from a non-accredited or non-approved supplemental education or electronic course provider.
 - 6. Demonstrated course proficiency via state or school approved competency assessments or performance appraisal measures, when available.
 - 7. Qualified participation in individualized lifetime activities or two seasons of Utah High School Activities Association recognized sports may earn a one-time credit in physical education. Credit for such participation is subject to district approval.
 - 8. Credit earned for the successful completion of high school courses taken during the summer immediately following eighth grade will be posted on the high school transcript. In addition, credit will be awarded to students who transfer to EHHS, who took high school courses in middle school which were posted to the original high school transcript.
- B. Transfer of credits
 - 1. EHHS will approve credits and grades received from an accredited public or private school. Credit earned at a school accredited by the Utah State Board of Education or the Northwest Association of Schools (AdvancED Northwest) and Colleges will be accepted at face value. EHHS's principal and counselor must review credit earned at non-accredited schools and determine if it meets Utah State Board of Education approval.

2. Students enrolled at any time prior to the third (3rd) term of the senior year will be eligible for a diploma from EHHS. Those students enrolling during the third (3rd) term of their senior year shall have their graduation status coordinated by the principals and counselor of EHHS and the sending school.
- C. Acceptance or denial of transfer credits
1. A full or partial unit of credit may be awarded upon the satisfactory completion of a non-district high school course.
 2. Credit and grades earned at a school accredited by the AdvancED Accredited Schools or a school approved by the USBE will be accepted at face value.
 3. Credit earned at non-accredited schools must be reviewed by the school administration and counselor, and may or may not be approved. If a student wishes to earn academic credit at a non-accredited school, prior to registering for the course the student should obtain the approval from EHHS's school principal.
 4. Credits and grades awarded to students from an accredited school, approved supplemental provider, or an approved non-accredited school, must be submitted to the student's counselor at least 30 days prior to graduation in order to allow time for the credits and grades to be properly authenticated.
 5. A student's parent may appeal EHHS's administrative decision to deny credit appeals must be submitted in writing to EHHS's Board of Trustees within ten working days after the decision to deny credit was made.
- D. Credit exceptions
1. Unless approved otherwise by the principal, if a student has already received credit for a required course, the student may not subsequently take and receive credit for a course with lower proficiency requirements in the same content area.
 2. Unless approved otherwise by the principal, credit can only be awarded once for a specific required course taken while in secondary school.
- E. Credit Recovery
1. Students who have failed a content class, or are at risk of failing a content area course, may be enrolled in an intervention class, work through online courses, or use computer assisted software. They may also participate in credit recovery opportunities provided every Wednesday, afterschool at EHHS. Credit recovery options are also offered to students during the summer months.
 2. School personnel will monitor students who have failed content area courses, provide reports to both the principal and counselor at the end of each term. Once the principal has been notified of the failing grade, arrangements will be made for the students to make-up lost credit as soon as possible.
 3. Student progress toward graduation will be monitored the school counselor.
 4. Computer based credit recovery program will be for the following:
 - a) Student didn't earn credit for appropriate grade level course
 - b) Student failed to earn credit in core content class
 - c) Seniors in need of earning additional credit outside of the traditional school day
- F. Credit for work-based learning, Career and Technical Education (CTE) internships, apprenticeships, etc.

1. Students who wish to earn credit through work-based learning, CTE internships, work release, or apprenticeships must:
 - a) Be enrolled in a related CTE career pathway course; and
 - b) Have a SEOP/CCR with a career goal on file.
 2. The amount of credit to be allowed will be determined by the SEOP/CCR
 - a) Credit is limited to students in grade 11 or 12 for individual internships and apprenticeships. Credit is limited to students in grades 10-12 for group internships.
 3. Credit for work release will be awarded if the following requirements are met:
 - a) Students must be enrolled in a CTE class
 - b) Students' enrollment in their chosen CTE class must be pre-approved by a CTE coordinator; and
 - c) Students must maintain a passing grade in the CTE class.
 4. No more than 4.0 total credits, a maximum of 2.0 credits per year, in work release will be earned in grades 11-12.
- G. Earning credit through competency assessments and other performance appraisal measures
1. State and school competency assessments and other performance appraisal measures, where available, will be accessible to all EHHS students. These assessments may be used by students to accelerate their education, for a course previously failed, or for a course in which a student received an "NG" (no grade).
 2. A competency assessment may only be taken one time each year for an individual course.
 3. A fee, commensurate with the cost of administering the assessment, will be charged each time a test is taken.
 4. Standard fees will be determined but may vary with the test or type of assessment given.
 5. Competency assessments will be coordinated at the school level by the counselor and administration.
 6. Credit for demonstrated competency will be issued with a "P" (passing) grade on the student's transcript. The credit will not count toward the student's GPA.
 7. Performance appraisal requests must be submitted in writing to the school principal and counselor. Students must work with their school counselors when submitting a request. Students may be asked to submit work samples, portfolios, or other scholarship examples as part of a performance appraisal measure. Students may request only one performance appraisal per subject.

IX. Concurrent Enrollment Provisions

- A. Concurrent enrollment means enrollment by a high school student in one or more college courses for both high school and college credit.
- B. Concurrent enrollment course credits count toward completion of high school graduation requirements.
 1. Three semester hours of college credit equal 1.0 high school credit.

- C. College grades for CE courses will be included as part of the high school GPA. The purpose of CE is to help prepared high school students with a challenging and rigorous college-level experience in their last two years of high school.
- C. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university.
- D. CE offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education have been offered in high schools throughout the state.
- E. EHHS's principal and counselor has the primary responsibility for identifying students who are eligible to participate in CE. Students should receive guidance so that they can efficiently choose CE courses that avoid duplication or excess credit hours. Eligibility criteria such as those listed below assure student success in a concurrent course:
 - 1. Junior or senior class standing; sophomores by exception with LEA and USHE department approval.
 - 2. A grade point average, ACT score, or a placement score (generally considered to be a B average or ACT score of 22 or higher) that predicts a student's likelihood of achieving a B or better in the concurrent course.
 - 3. Parent or guardian approval to register for a concurrent enrollment course(s).
 - 4. Counselor and/or principal and college approval to register for concurrent enrollment course(s).
 - 5. Teachers may recommend students to either a counselor or principal.
 - 6. Student interest in a concurrent course(s) that is appropriate for and stated as a goal in their SEOP/CCR.

X. Early Graduation Guidelines

- A. EHHS allows interested students the option to graduate early. In order for students to utilize this option, all early graduation requirements must be met prior to graduation, including the successful completion of the required courses, earning of 26 credits, and satisfaction of all competency requirements.
- B. Working with a counselor, a SEOP/CCR must be completed that indicates the student's intention to graduate early.
- C. The SEOP/CCR stating this intention should be developed as early as possible, preferably at the beginning of the ninth grade school year.

XI. Extending Time for Graduation, Based on Extenuating Circumstances

- A. Students 18 years of age or over, who have not graduated from high school with their graduating class, generally will not be enrolled as continuing education students.
- B. If extenuating circumstances exist which were beyond the student's control, he or she may be granted additional time to graduate. Examples of extenuating circumstances include, but are not limited to, sickness, hospitalization, or pending court investigation or action.

- C. In order to qualify for additional time beyond the student's regularly anticipated graduation year, a student must meet the specified criteria, make application through their school counselor, and be granted approval by the principal to continue.

XII. Graduation Ceremonies

- A. EHHS recognizes that a student's graduation is a culmination of years of planning and successful completion of many requirements.
- B. Only students who have completed all graduation requirements and are in good standing will be permitted to participate in high school graduation ceremonies. Participation in the graduation ceremony is a privilege, not a protected right.
- C. Participation in the graduation ceremony is not required.

XIII. Students with Disabilities

- A. Students with disabilities shall meet general graduation requirements with appropriate accommodations and curricular modification as determined by their Individual Education Plans (IEP).
- B. Graduation issues must be addressed by the IEP team on an individual basis. The
- C. IEP is the vehicle for making changes to graduation requirements to meet the unique educational needs for students with disabilities. As such, the IEP must document the nature and extent of modifications, substitutions, and/or exemptions made to accommodate a student with disabilities. The decision to terminate services, through graduation, for a student with disabilities under the age of twenty-two, is an IEP team decision.
- D. Students with disabilities shall meet general graduation requirements with appropriate accommodations and curricular modification as determined by their Individual Education Plans (IEP).
- E. Graduation issues must be addressed by the IEP team on an individual basis. The
- F. IEP is the vehicle for making changes to graduation requirements to meet the unique educational needs for students with disabilities. As such, the IEP must document the nature and extent of modifications, substitutions, and/or exemptions made to accommodate a student with disabilities. The decision to terminate services, through graduation, for a student with disabilities under the age of twenty-two, is an IEP team decision.
- G. Graduation options, for students with disabilities whose age mates will graduate during a given academic year, include the following:
 - 1. If all USOE and EHHS's graduation requirements are completed, the student will graduate and receive a regular high school diploma.
 - 2. If graduation requirements as amended on the IEP are completed, the student will graduate and receive a regular high school diploma.
 - 3. If graduation requirements as amended on the IEP are not completed and the student's IEP or transition plan documents the need for transition services offered by the school, the student may be allowed to participate in the graduation ceremony; however, a diploma shall not be issued until the student has successfully completed his/her program.

4. If graduation requirements as amended on the IEP are not completed before the student reaches age twenty-two, the student may be issued a certificate indicating that a record of competencies can be made available to them or to others who may legitimately inquire.
5. If graduation requirements as amended on the IEP are not completed due to factors that are not a direct manifestation of the student's disability, as determined by the IEP team, the student is not eligible to participate in graduation ceremony or receive a regular high school diploma until the amended requirements are met.
6. If graduation requirements as amended on the IEP are not completed due to factors that are a direct manifestation of the student's disability, as determined by the IEP team, the student shall be allowed to participate in the graduation ceremony, but is not eligible to receive a regular high school diploma until the amended requirements are met.